

2016-2017  
Academic Data Presentation  
Chicago Board of Education  
9/27/17



## #1 Academic Progress

Preparing our students for success in college, career and community requires a holistic approach. Our curriculum must evolve to include the courses demanded by today's colleges and the skills demanded by today's employers. Our educators must be supported and empowered, and our schools must be safe and nurturing learning environments for all students.

## #2 Financial Stability

Student success remains the shared priority of the district and the Chicago community. Despite financial challenges that force painful choices, protecting and improving student achievement comes first. We must continue to streamline our spending, implement best business practices and advocate for equal treatment of our children under Illinois law.

## #3 Integrity

Educating the next generation is a great responsibility, and it depends on strong relationships between the district, its schools, students families and their communities. CPS will demonstrate integrity in all its relationships through clear, honest communication; by achieving results and by respecting the expertise in our diverse communities.

- High Quality, Rigorous Instruction**  
Setting high academic standards for all of our students builds a strong foundation for a holistic education.

- Collective Impact**  
Strong partnerships, with trust earned through transparent engagement, allow Chicago's collective expertise to best support student success.



- Talented and Empowered Educators**  
Talented teachers and administrators are a catalyst for student learning.

- Safety and Support**  
Safe and supportive schools create an environment for successful learning.

- Financial Stability**  
A "student first" budget builds a stronger financial future.



# 2016 -2017 Data : Where are we now?

- NWEA
- SAT/PSAT
- Attendance
- Graduation Rate
- Early College and Career Credentials
- College Enrollment
- College Persistence

# NWEA Results

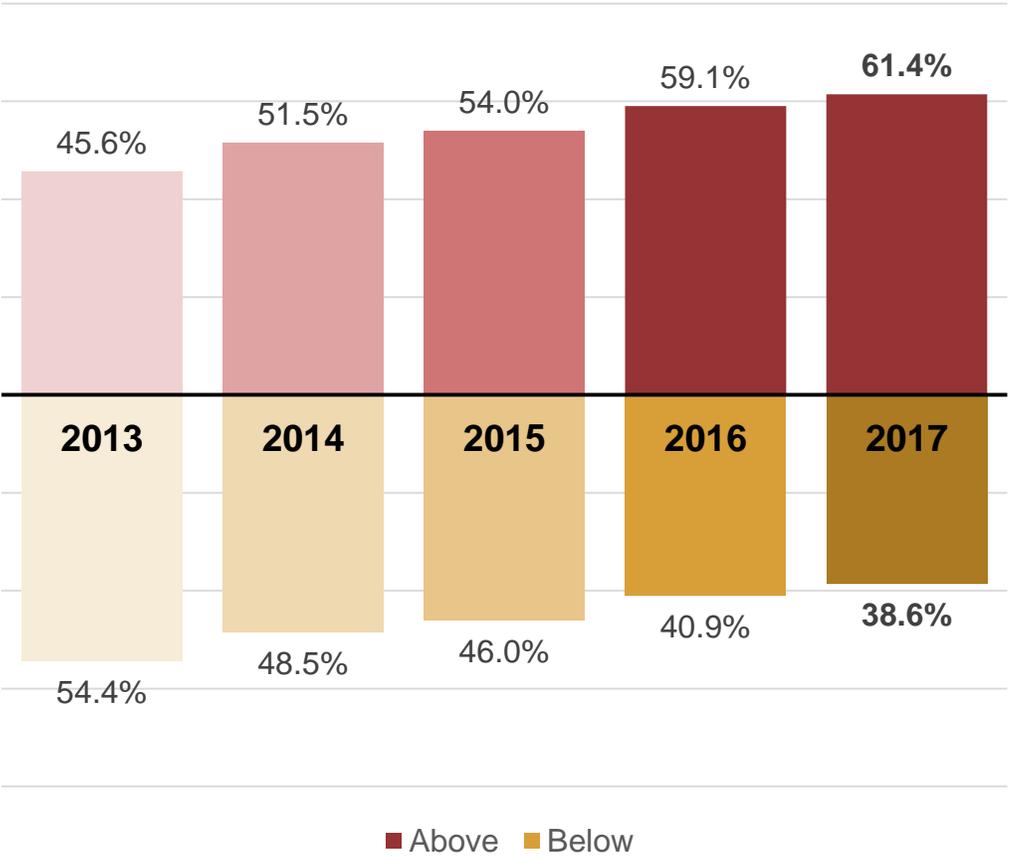
*2016-2017*



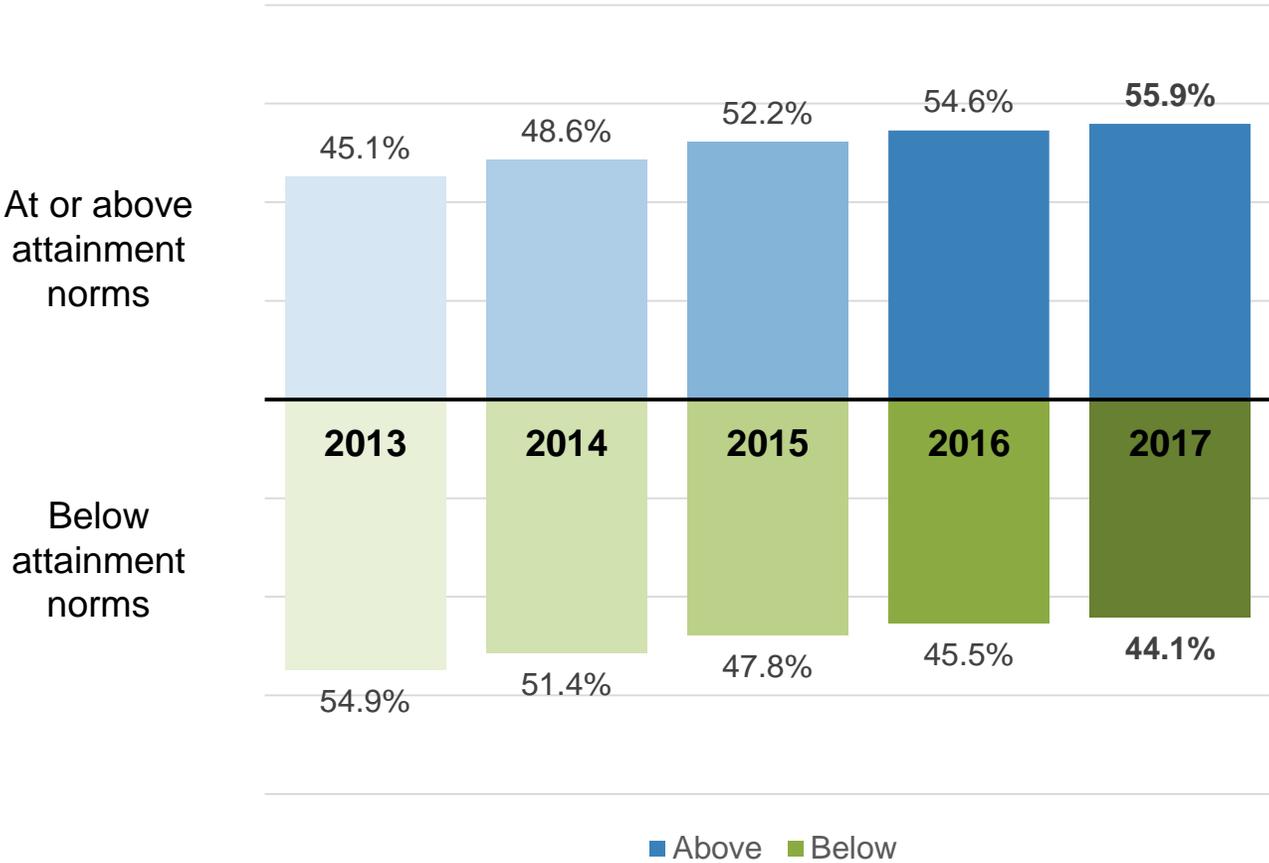
# District Attainment on NWEA over time

Percent of students above and below grade-level attainment norms

## Reading



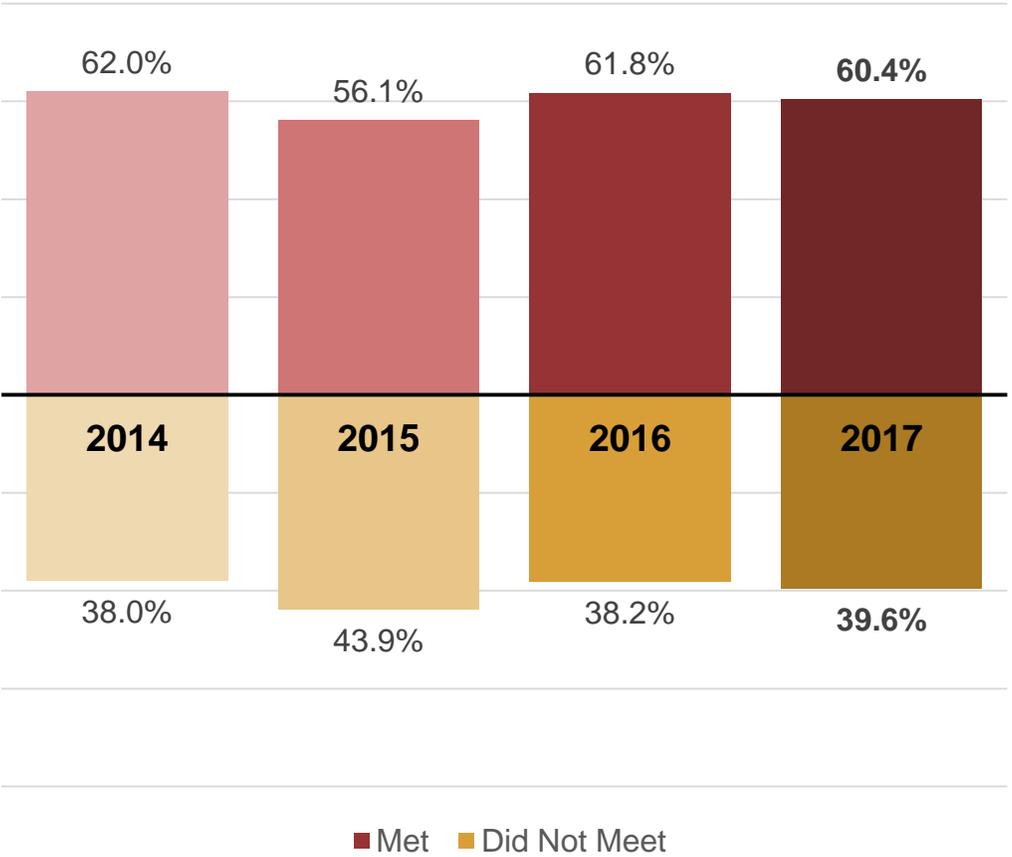
## Math



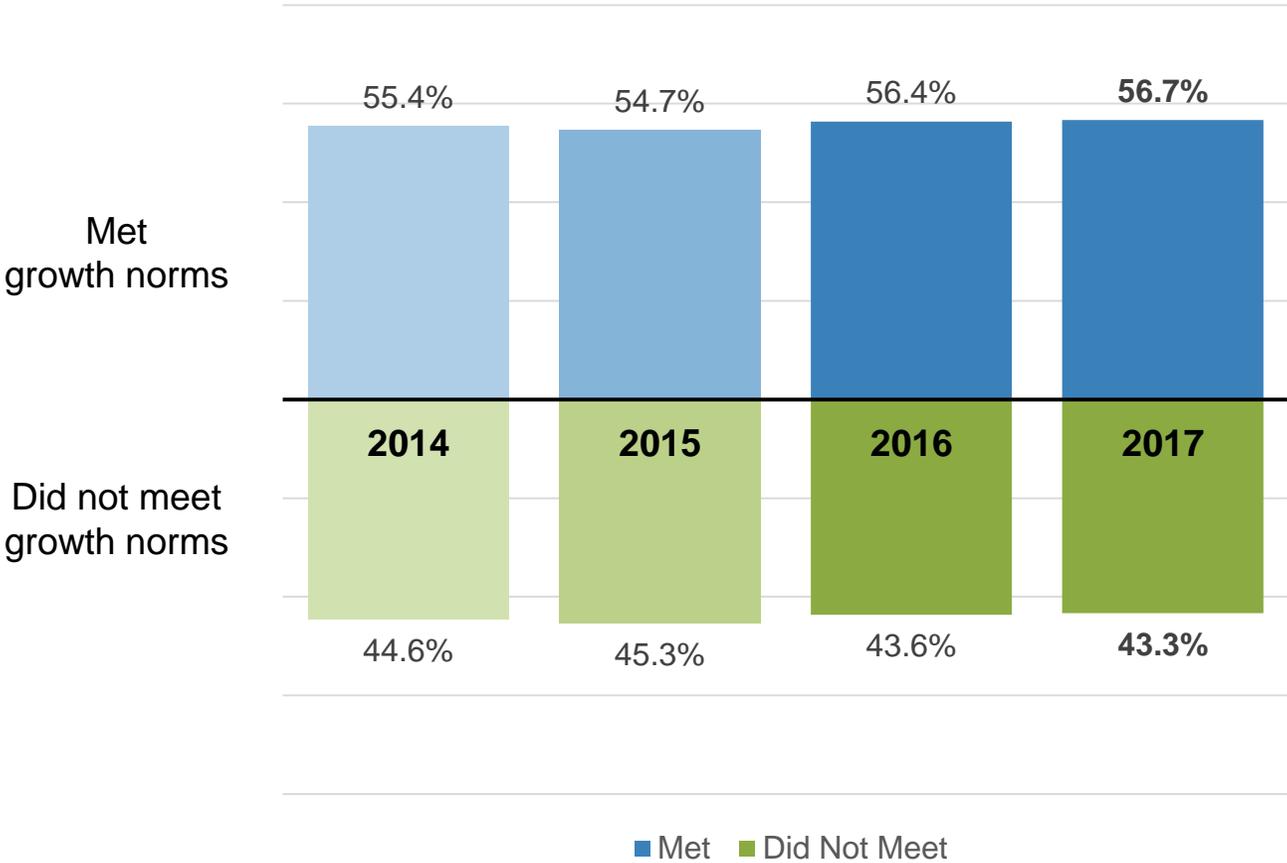
# District Growth on NWEA over time

Percent of students meeting or exceeding national average growth norms

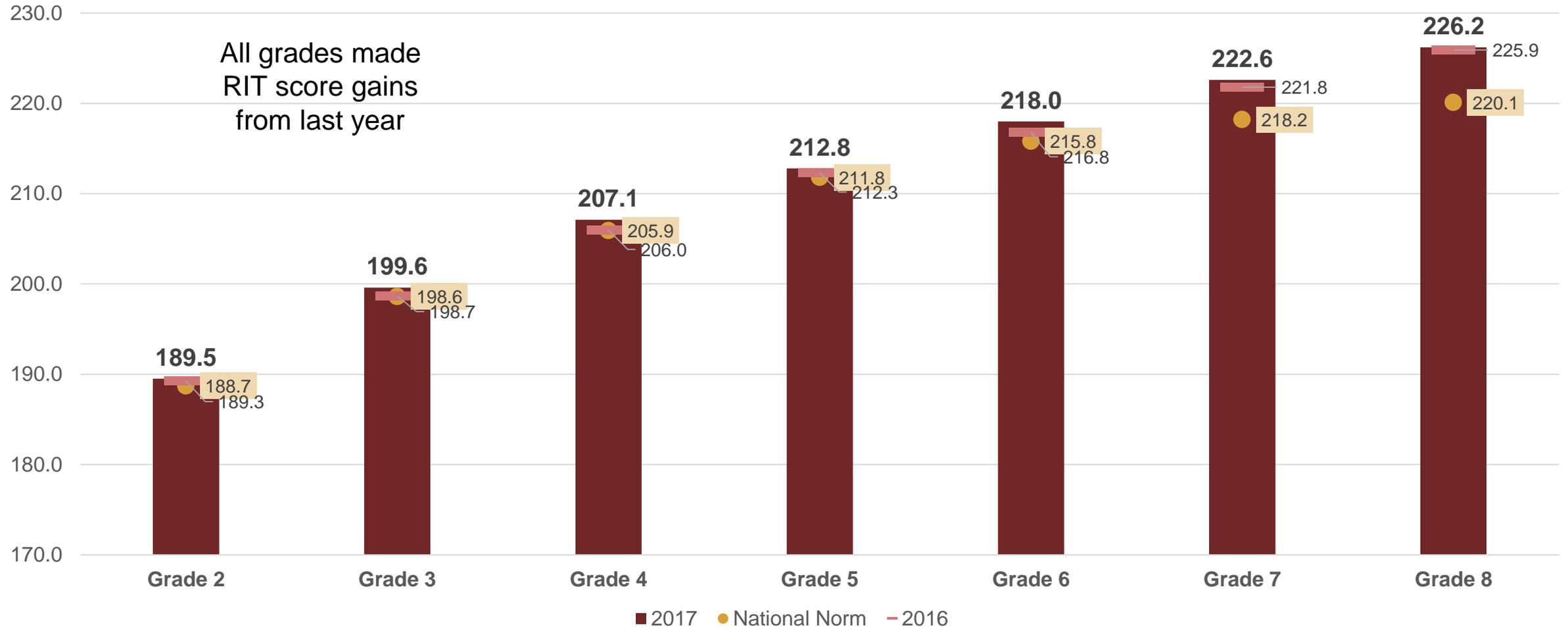
## Reading



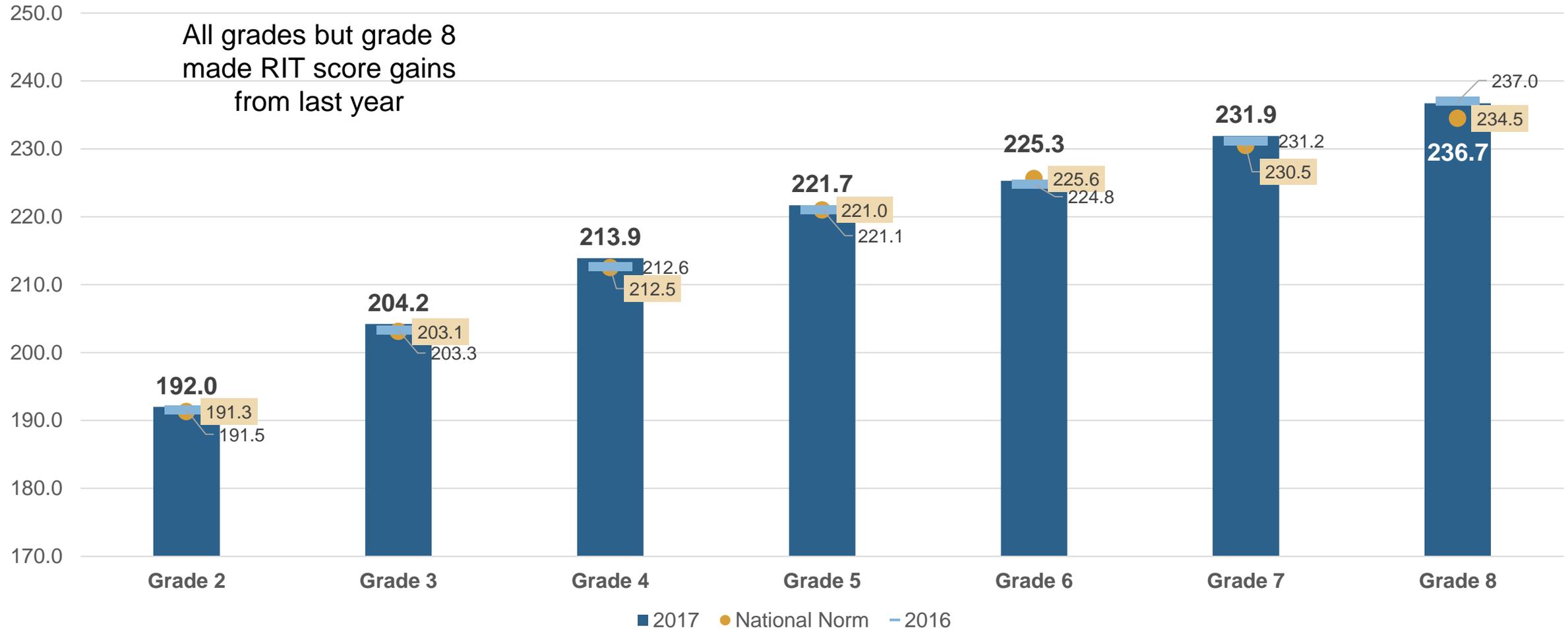
## Math



# Average Reading RIT Score



# Average Math RIT Score



# NWEA Next Steps

- Elementary School Summits
- NWEA Skills Navigator Expansion
- Network Professional Learning and Instructional Support
- Elementary School Instructional Core Process
- Data-Driven Instruction in Elementary Schools
- Pre K-2 Balanced Literacy Professional Development
- Ongoing MTSS Support

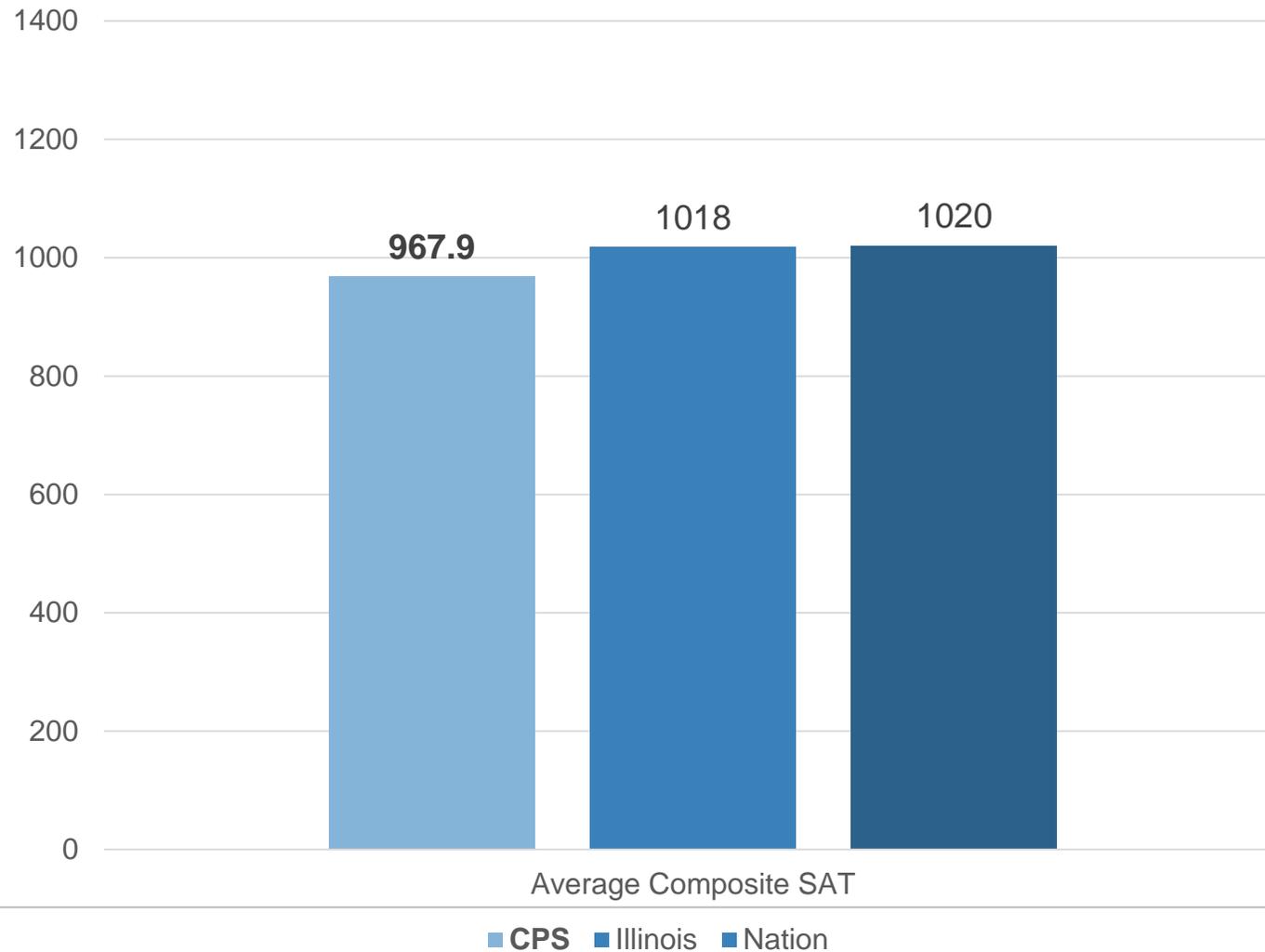
# SAT and PSAT

*Performance of 9<sup>th</sup>-11<sup>th</sup> graders on April 2017  
SAT and PSAT Administration*



# Average Composite SAT Scores

Compared to state and nation



# PSAT/SAT Attainment Measure: Students meeting combined College Readiness Benchmark

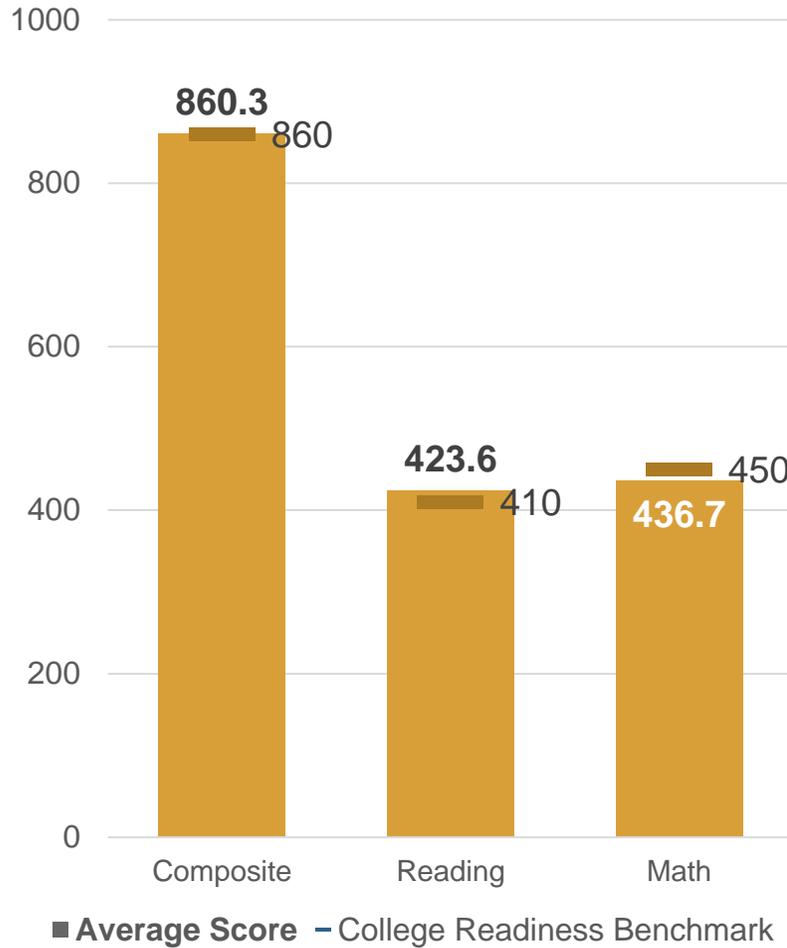
Test-Grade	Composite Score Benchmark (EBRW+Math)	N Test Takers	N Meeting Combined Benchmark	% Meeting Benchmark
PSAT9	410 + 450 = 860	22,598	10,371	45.9%
PSAT10	430 + 480 = 910	21,804	9,649	44.3%
SAT	480 + 530 = 1010	22,078	8,341	37.8%
<b>Combined</b>		<b>66,480</b>	<b>28,361</b>	<b>42.7%</b>

College Board defines its College Readiness Benchmarks as the scale score which correlates to a student having a 75% chance of earning at least a C in a first-semester credit-bearing college course of the same subject.

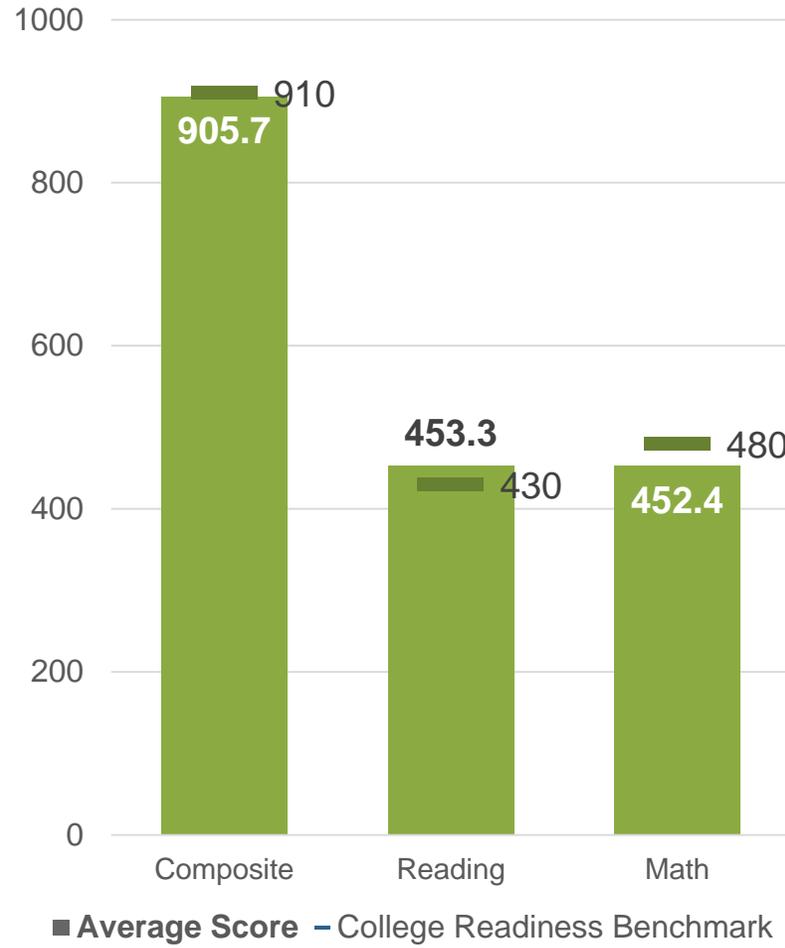
# Average Subject and Composite Scores

Meeting College Readiness Benchmarks

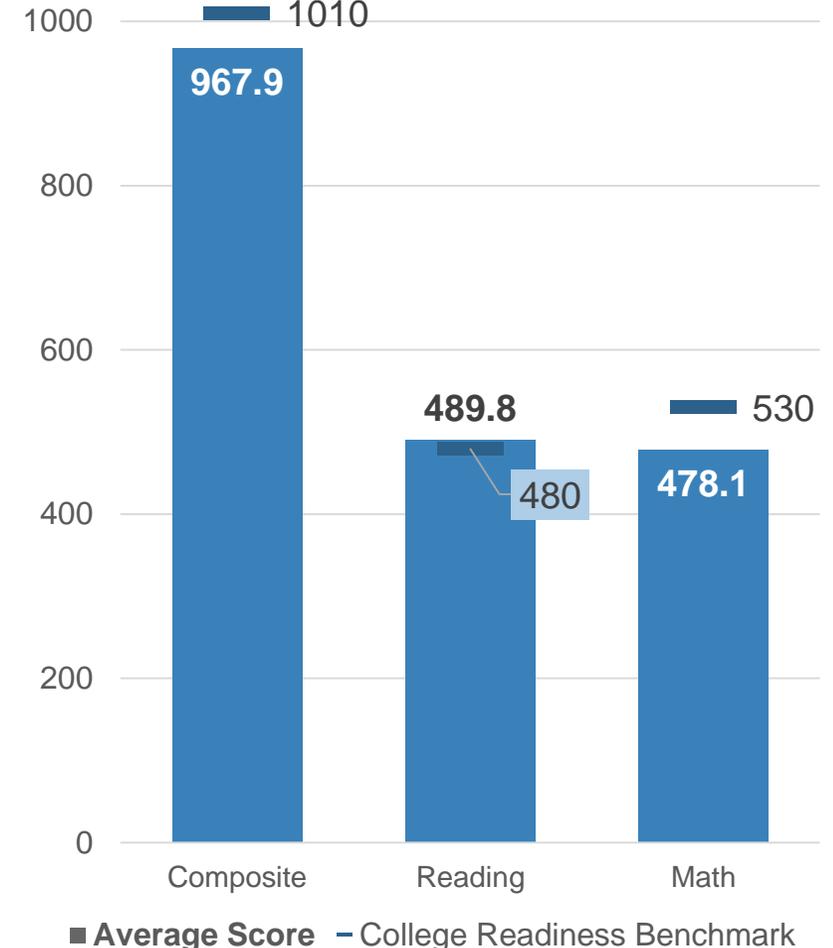
## PSAT Grade 9



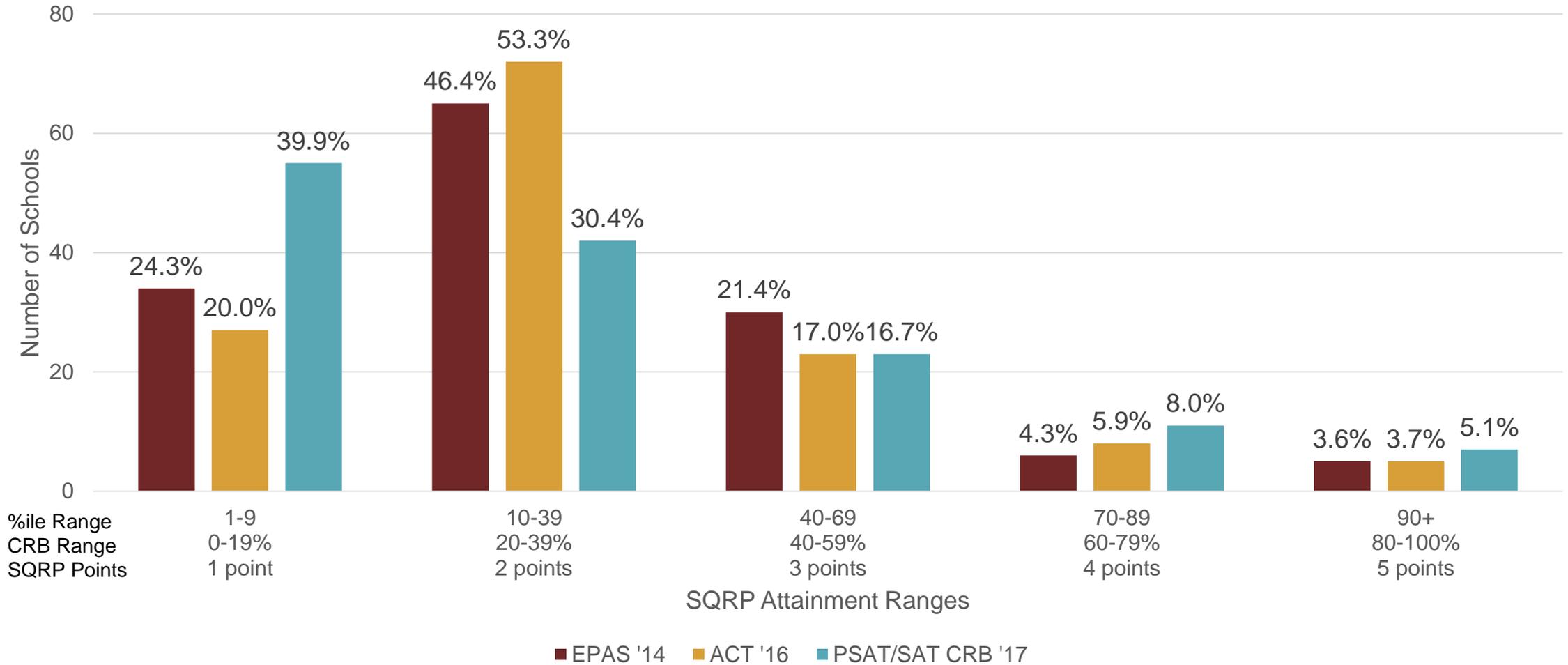
## PSAT Grade 10



## SAT Grade 11



# College Readiness Benchmark (CRB) distribution of schools



# Next Steps SAT/PSAT

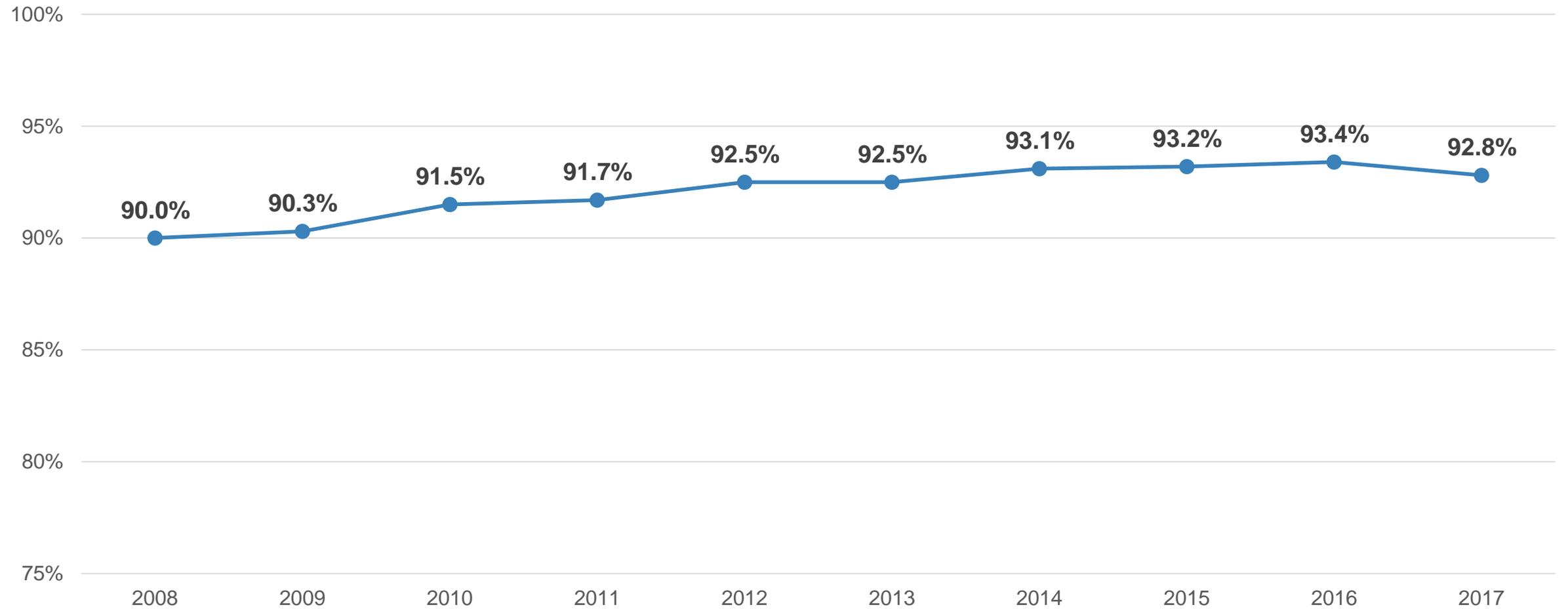
- High School Summits
  - Agency, Identity, Authority
  - Content Support
  - School Team Planning
- Network Professional Learning and Instructional Support
  - High School Instructional Core Process
  - Data-driven Instruction in High Schools
- College Board Partnership/Kahn Academy
- Ongoing MTSS Support

# Attendance

2016-17



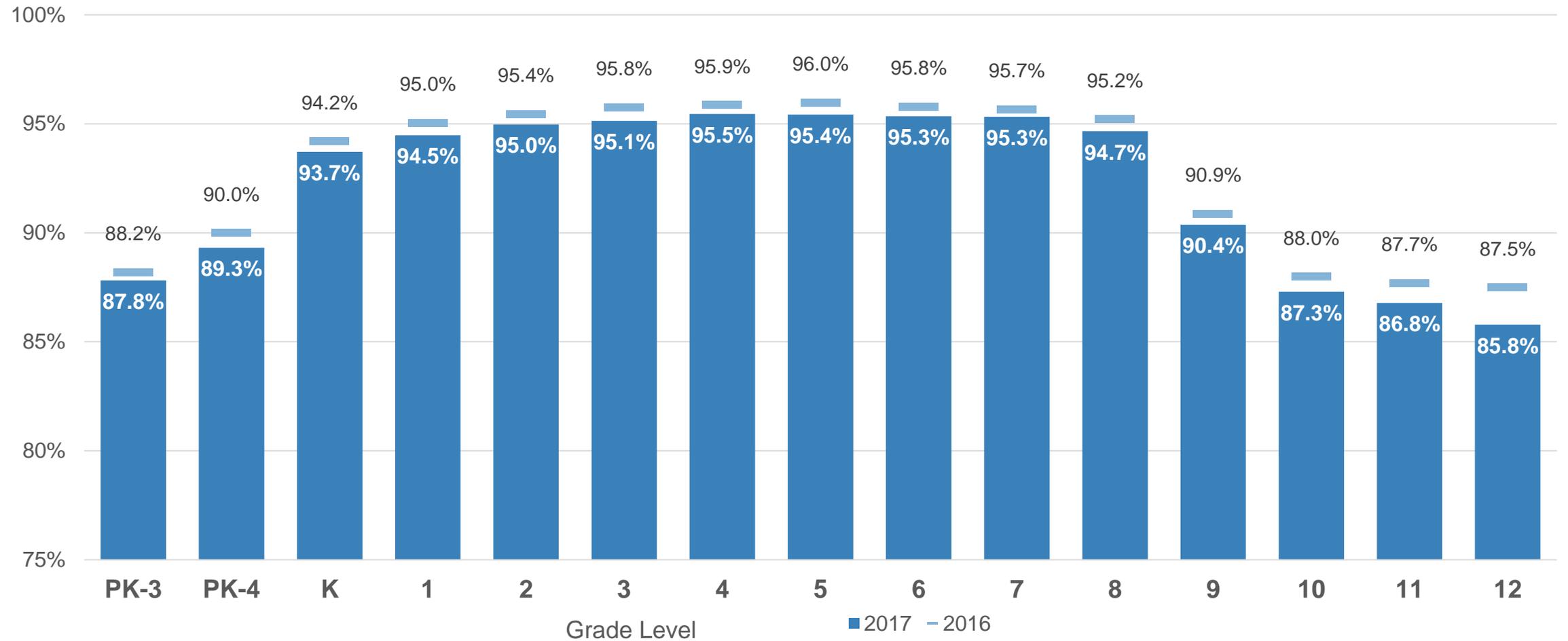
# Overall Attendance over Time



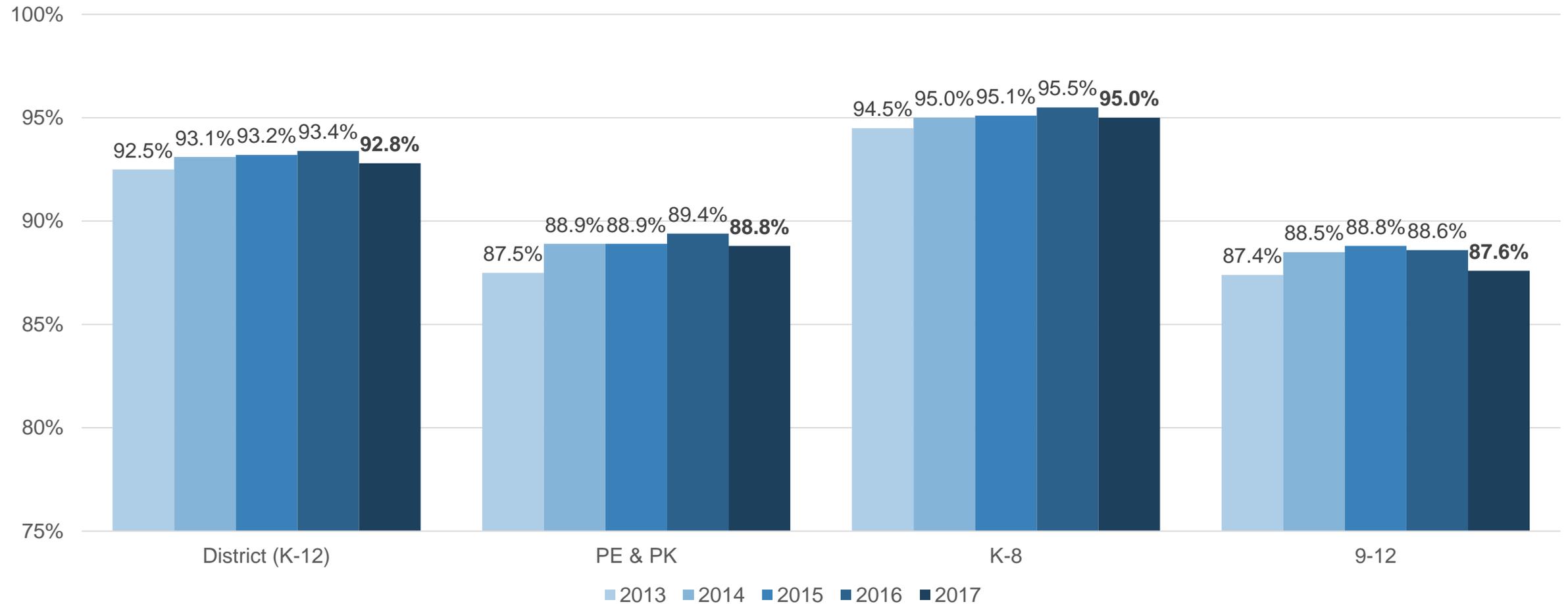
Includes Grades K-12 only  
All rates unadjusted unless indicated



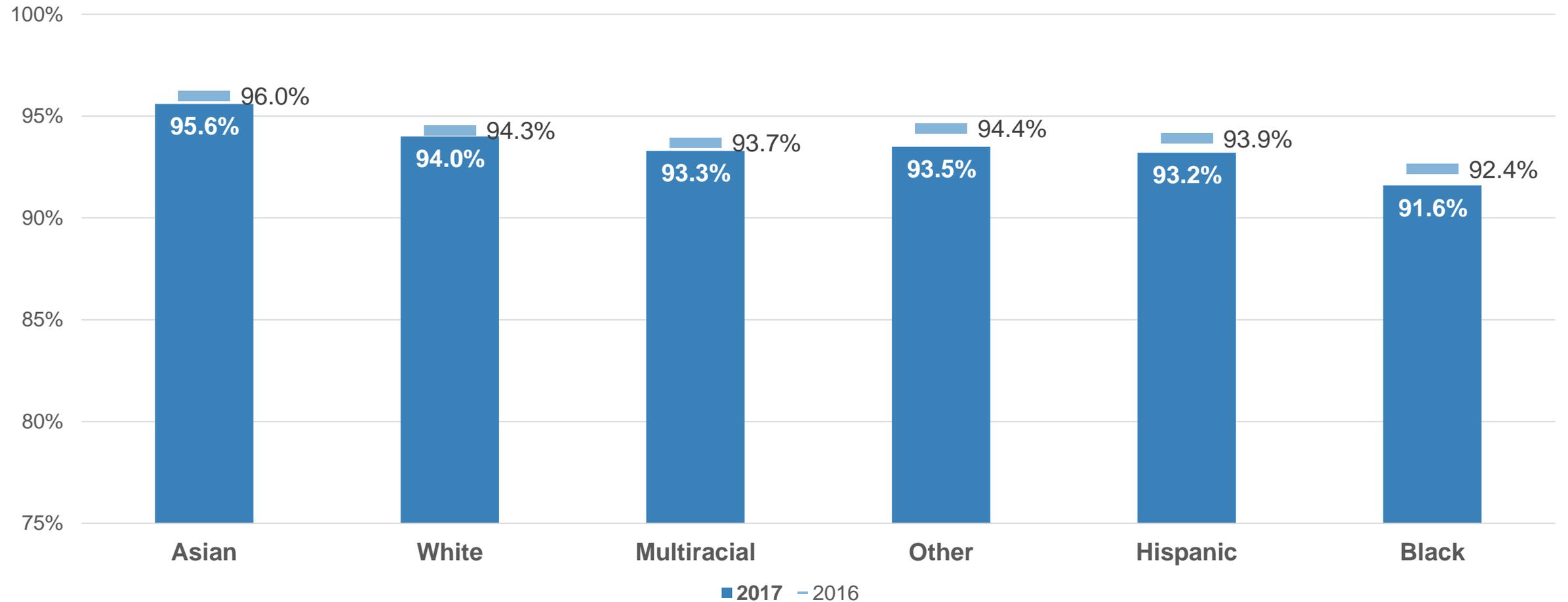
# Attendance Rates by Grade



# Attendance Rates by Grade Band Over Time



# Attendance Rates by Student Race



# Next Steps - Attendance

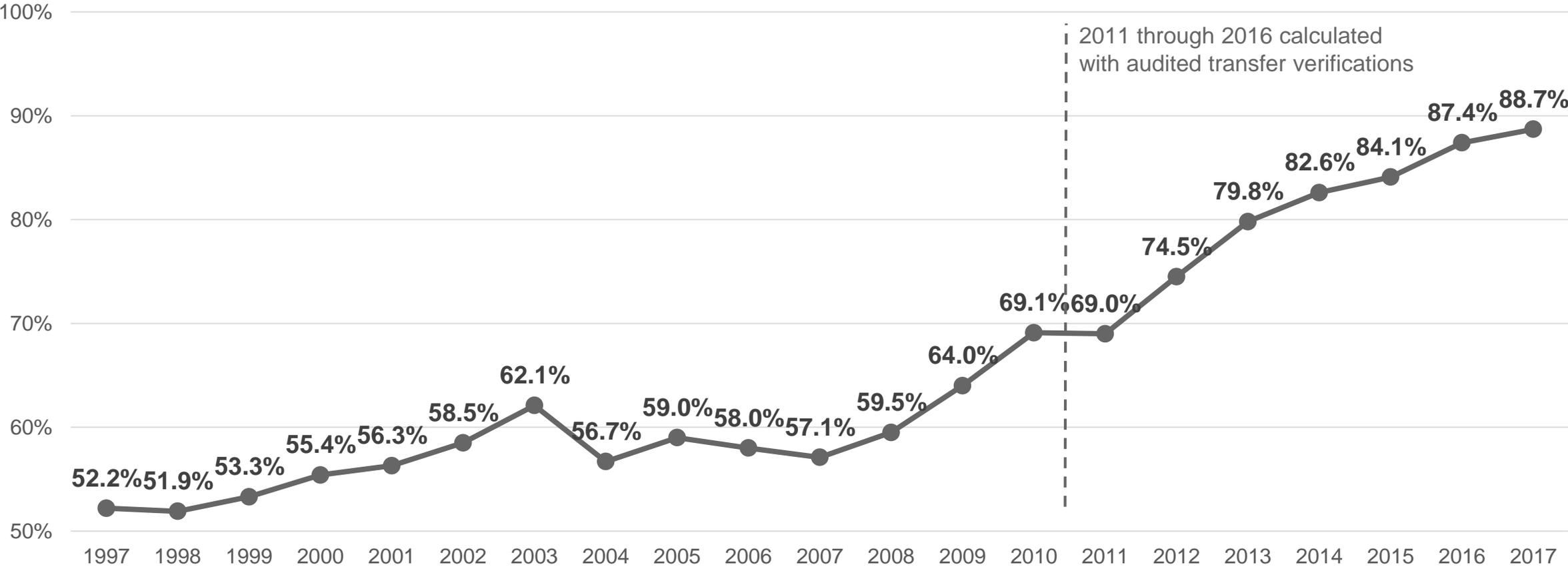
- Intentional planning and support across CPS departments
  - FACE
  - ITS
- Attendance tools for schools, networks
- Daily tracking of attendance at networks
- Weekly tracking of attendance trends district-wide
- Attendance strategy at district, network, school levels
- Attendance grant to support schools

# Freshmen On-Track Rate

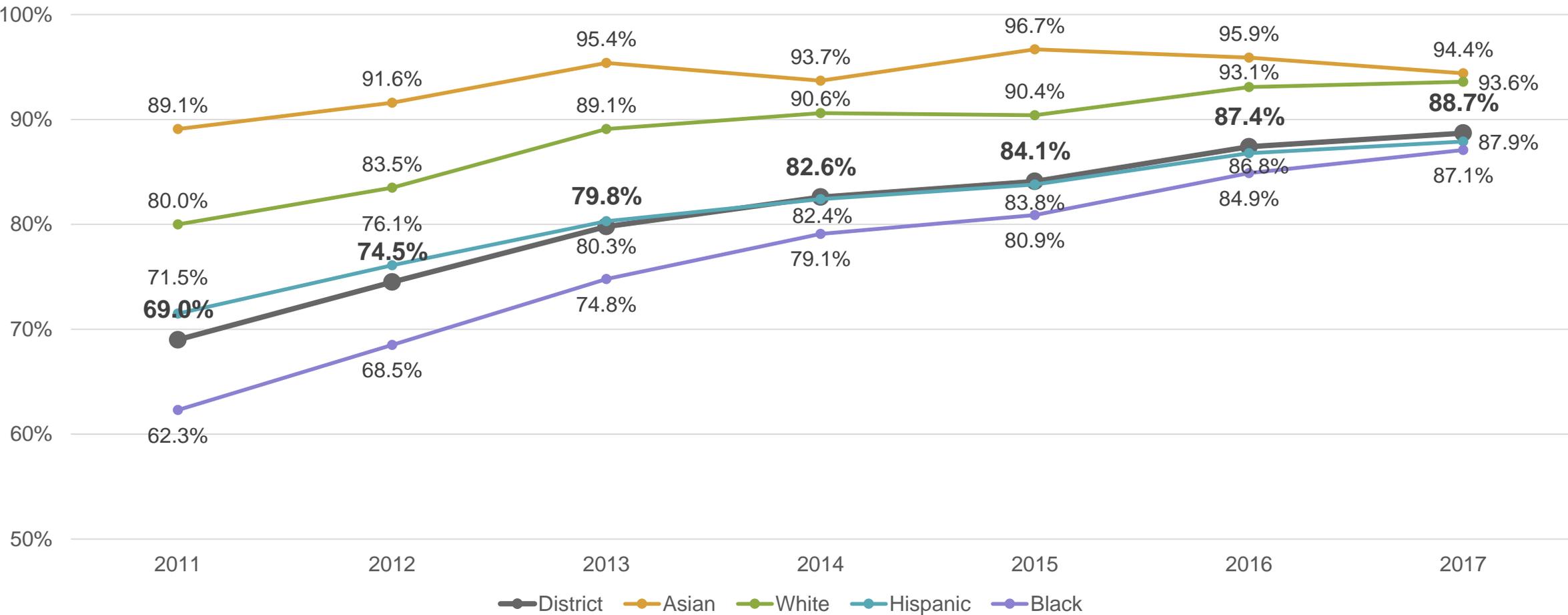
*2016-2017*



# District Freshmen On-Track Rates over Time



# Freshmen On-Track Rate by Race



# Next Steps – Freshman on Track

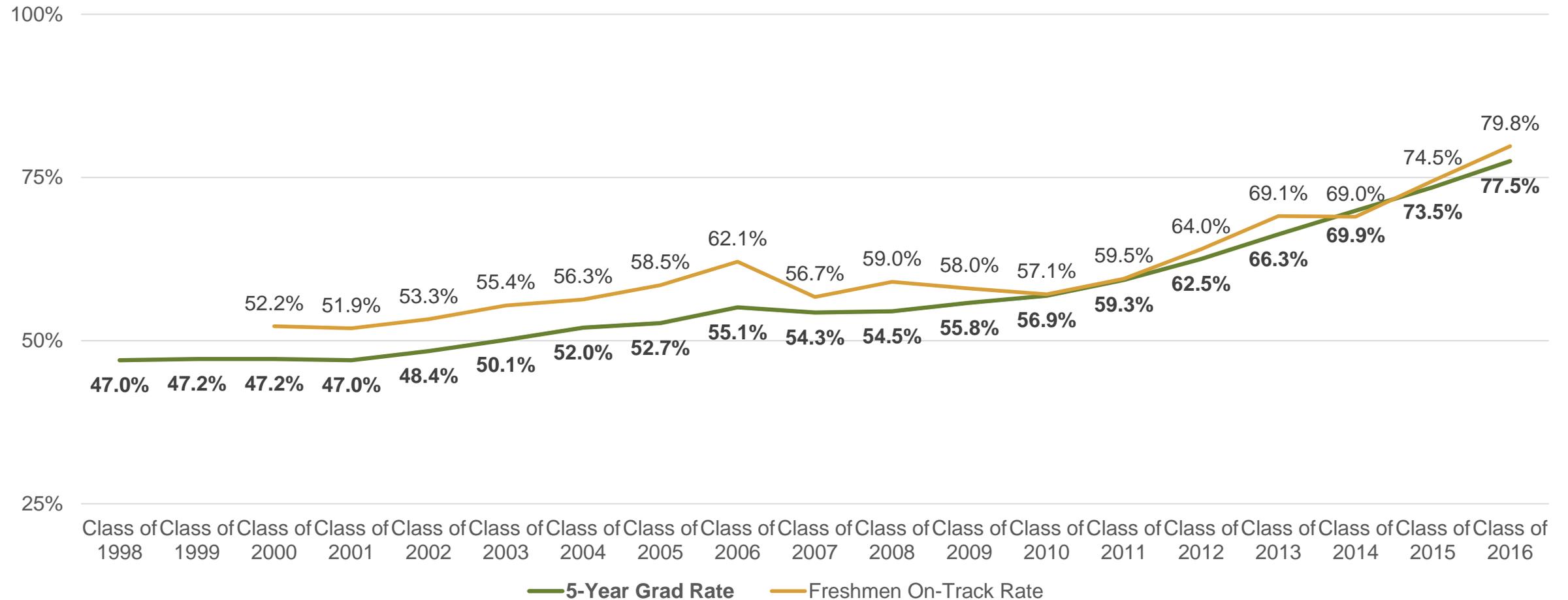
- HS Institute Partnership with Network for College Success
- Targeted supports for network based on school data
- Aligned data tools for networks to support schools
- ONS focus on priority group performance
- Ongoing support for new principals, stakeholders in the work
- Ongoing MTSS Support

# Cohort Graduation Rates

*2016-2017*



# 5-Year Graduation Rates Over Time

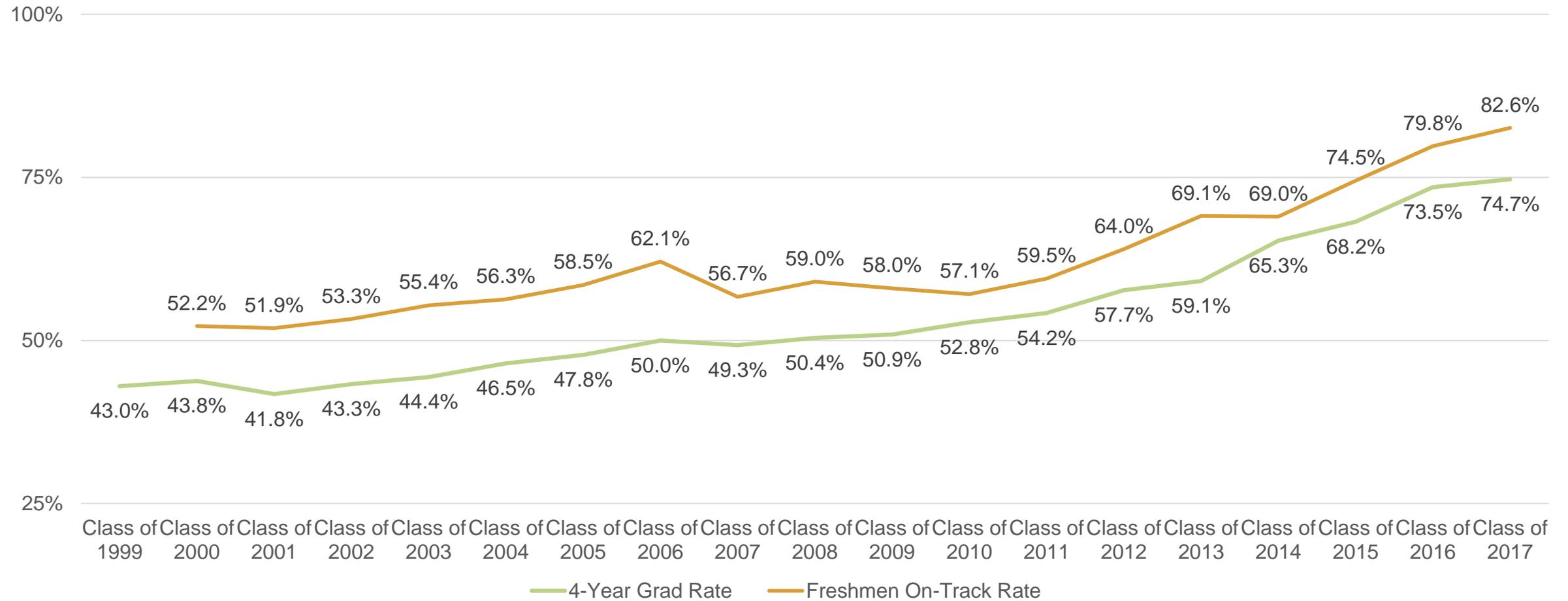


Graduation Rates Prior to 2011 ...

The "Class of" year indicates the expected 4-year graduation year of the cohort.



# 4-Year Graduation Rates Over Time

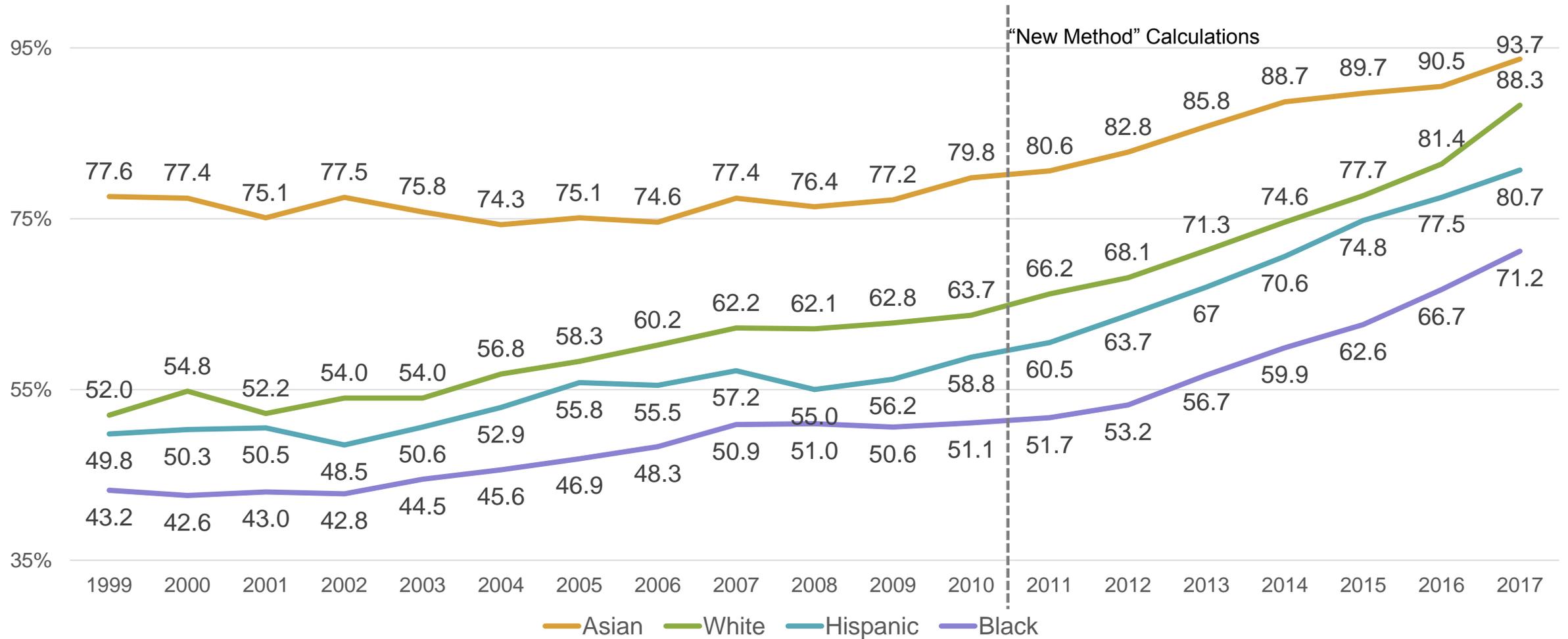


Graduation Rates Prior to 2011 ...

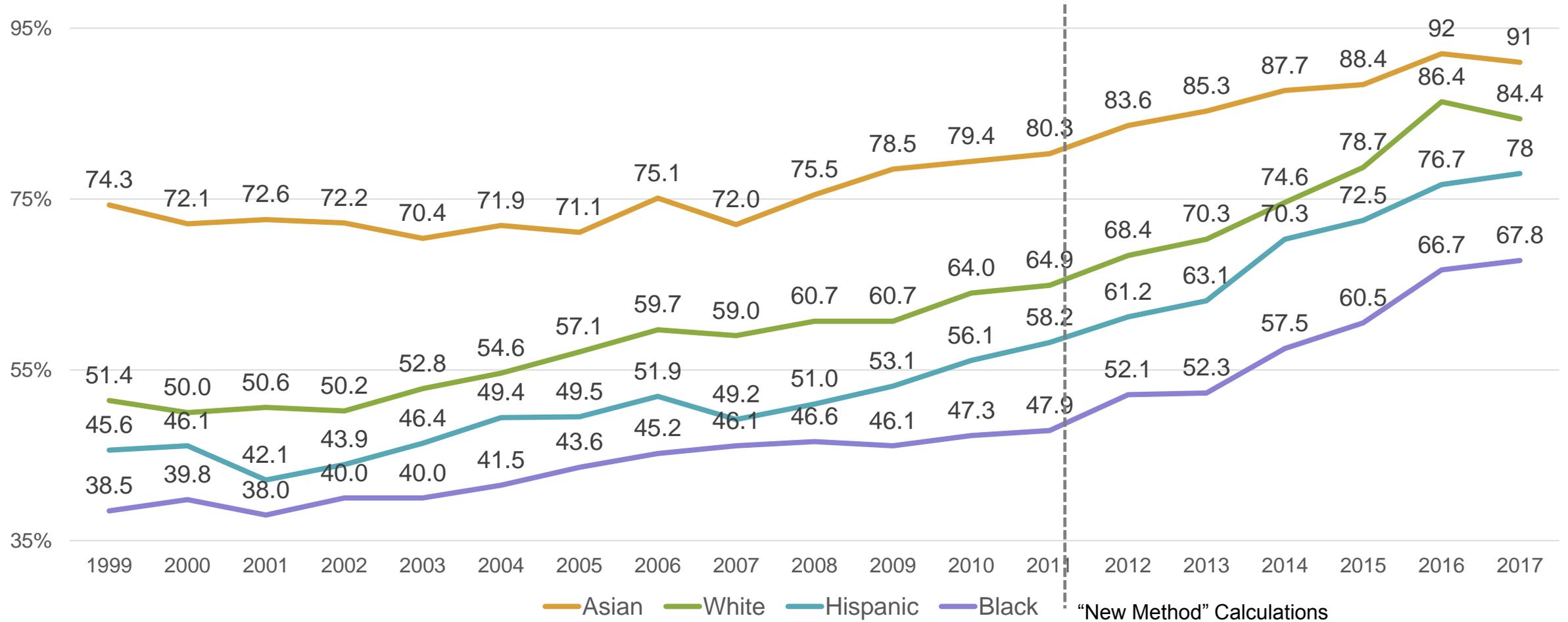
The "Class of" year indicates the expected 4-year graduation year of the cohort.



# 5-Year Graduation Rate by Race



# 4-Year Graduation Rate by Race



# Next Steps

- Continued focus on Freshman on-track
- Continued focus on Sophomore on-track
- Tracking of credit recovery in network strategic plans
- Ongoing MTSS Support

# Early College and Career Credential Attainment

*2016-2017*

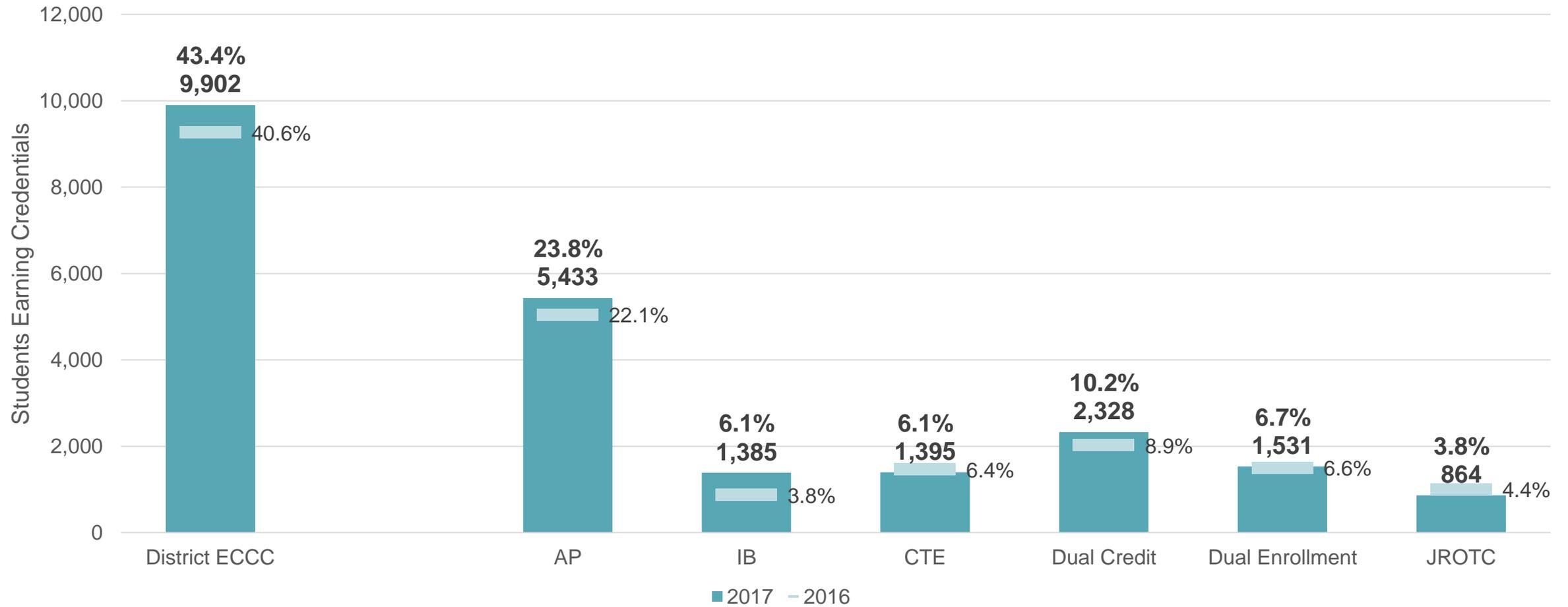


# Early College and Career Credentials

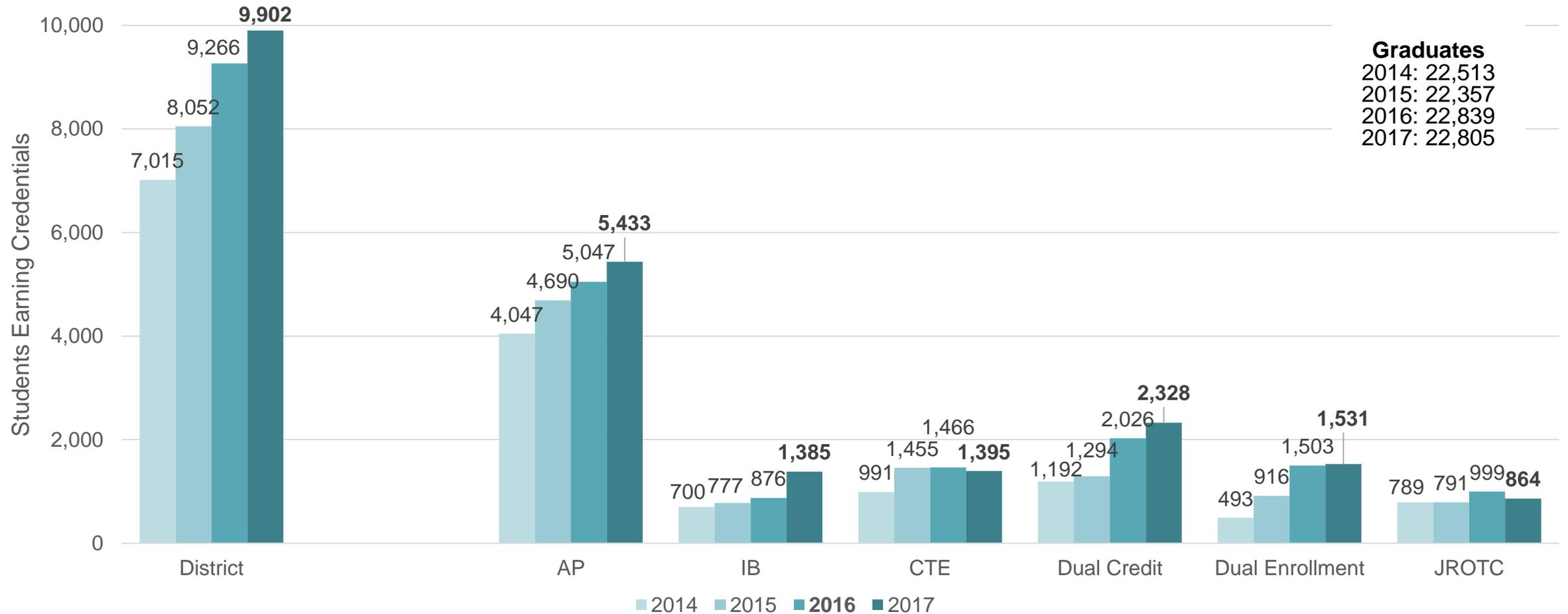
There are 6 early college and career credentials

- **AP:** Receiving a score of 3 or greater on an Advanced Placement exam
- **IB:** Receiving a score of 4 or greater on an International Baccalaureate exam
- **CTE:** Earning Career and Technical Education certification
- **Dual Credit:** Earning a college credit through a dual credit program
- **Dual Enrollment:** Earning a college credit through a dual enrollment program
- **JROTC:** Earning a Junior Reserve Officer Training Corps credential

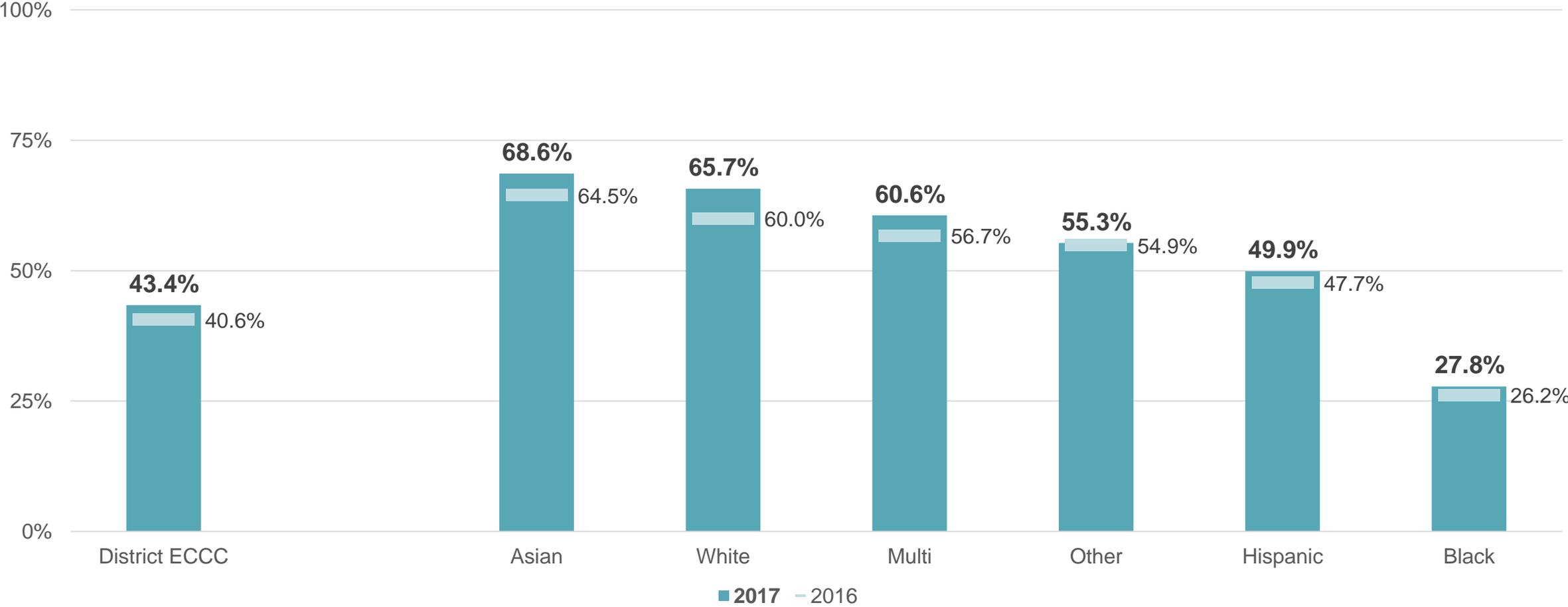
# Early College and Career Credential Attainment



# Early College and Career Credential Attainment



# ECCEC Attainment Rate by Race



# Next Steps

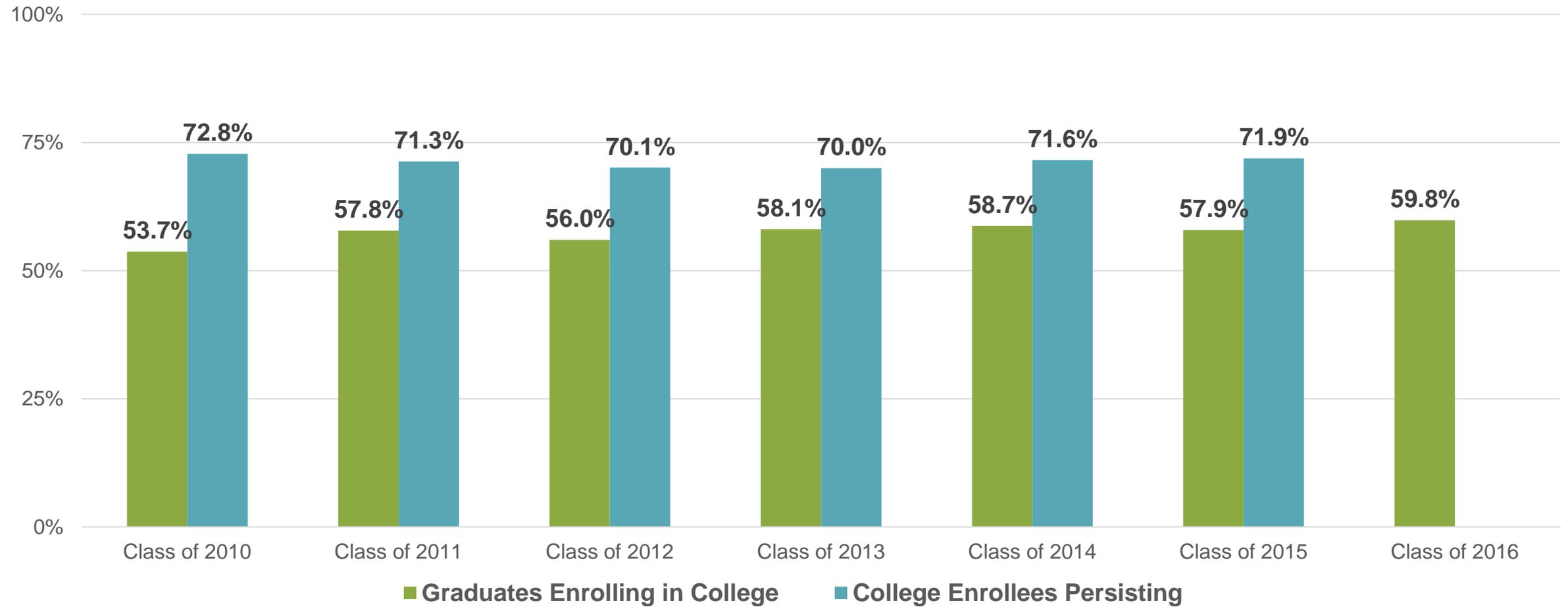
- PD for schools to support AP/IB performance
- Equal Opportunity Schools Pilot
- Increase number of high schools doing AP capstone
- Use of AP Potential
- Coaching Support in Targeted Schools

# College Enrollment and Persistence

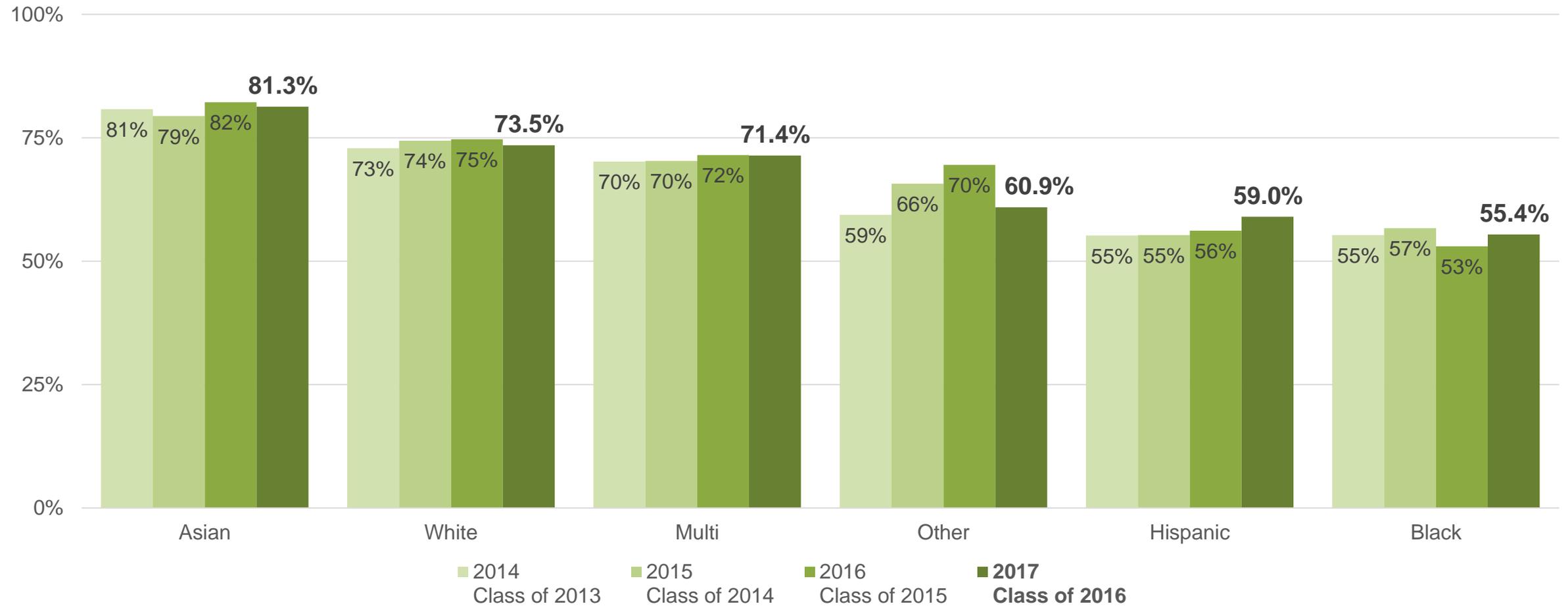
*2016-2017*



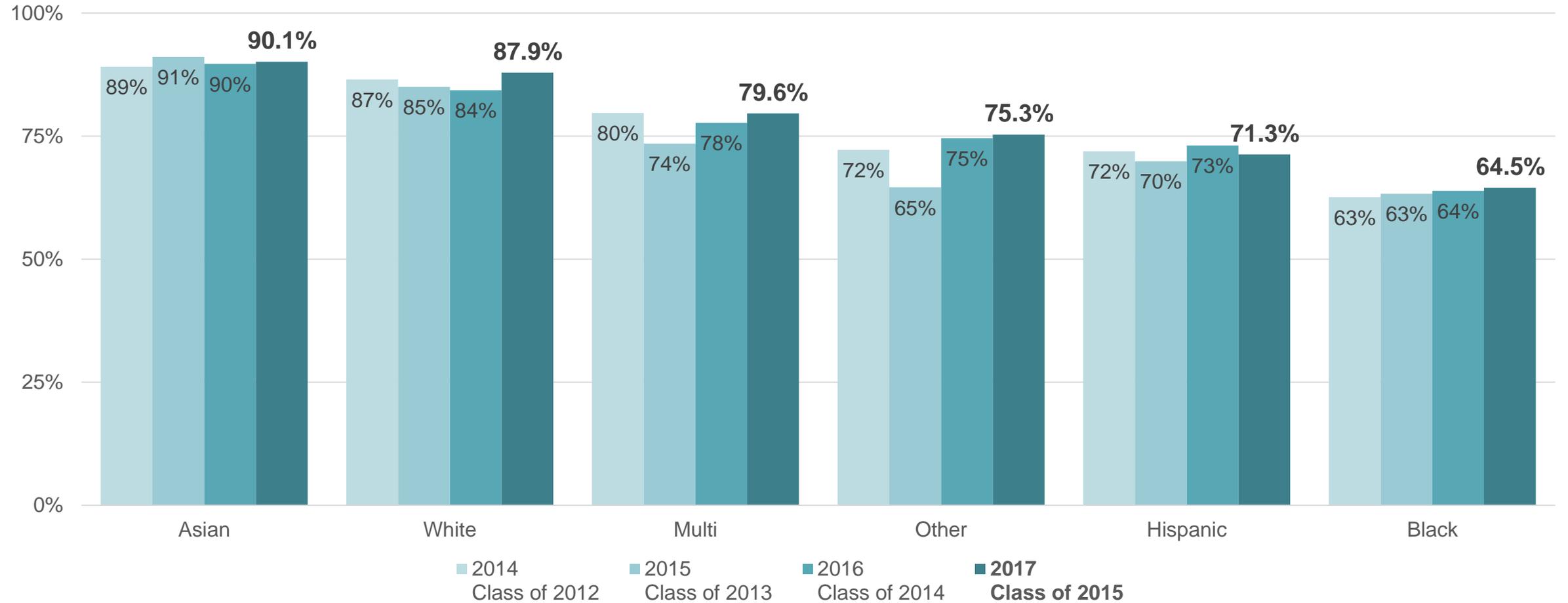
# Percent of students enrolling and persisting in college



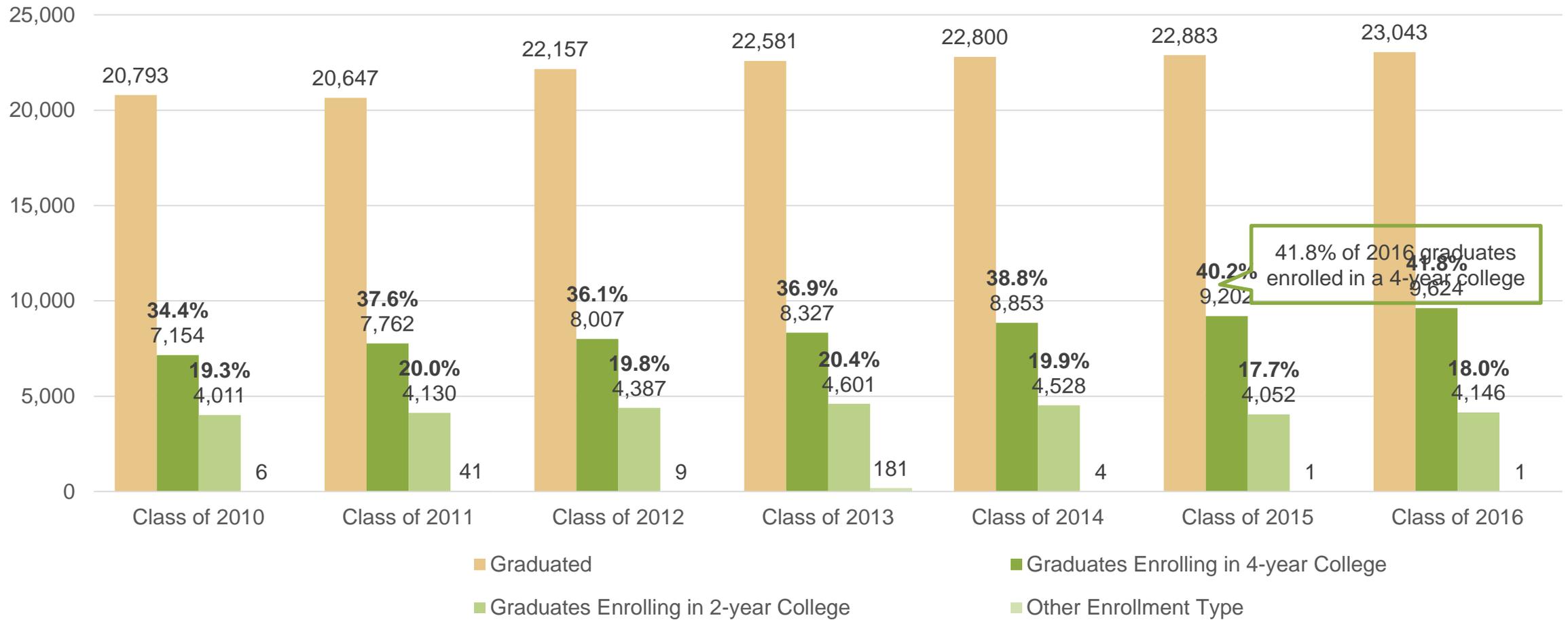
# Percent of HS Graduates Enrolling in College



# Percent of College Enrollees Persisting



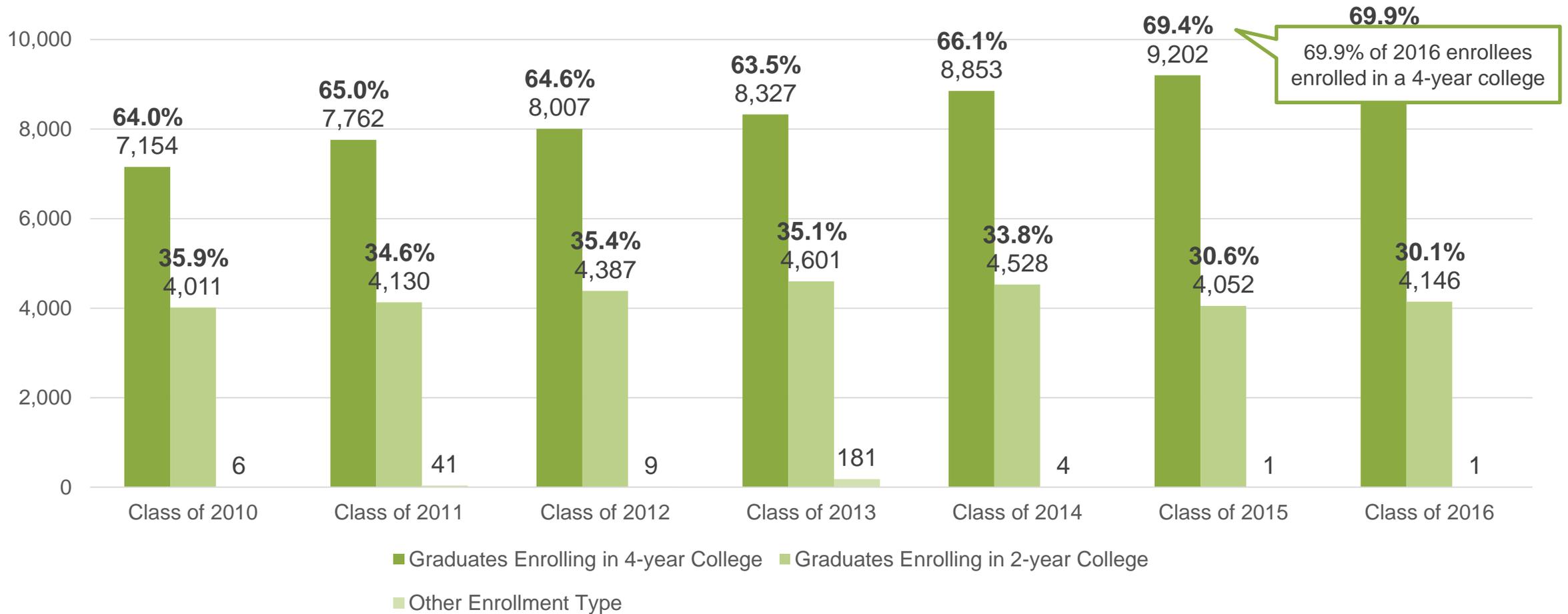
# Percent of graduates enrolling in 2- and 4-year colleges



41.8% of 2016 graduates enrolled in a 4-year college

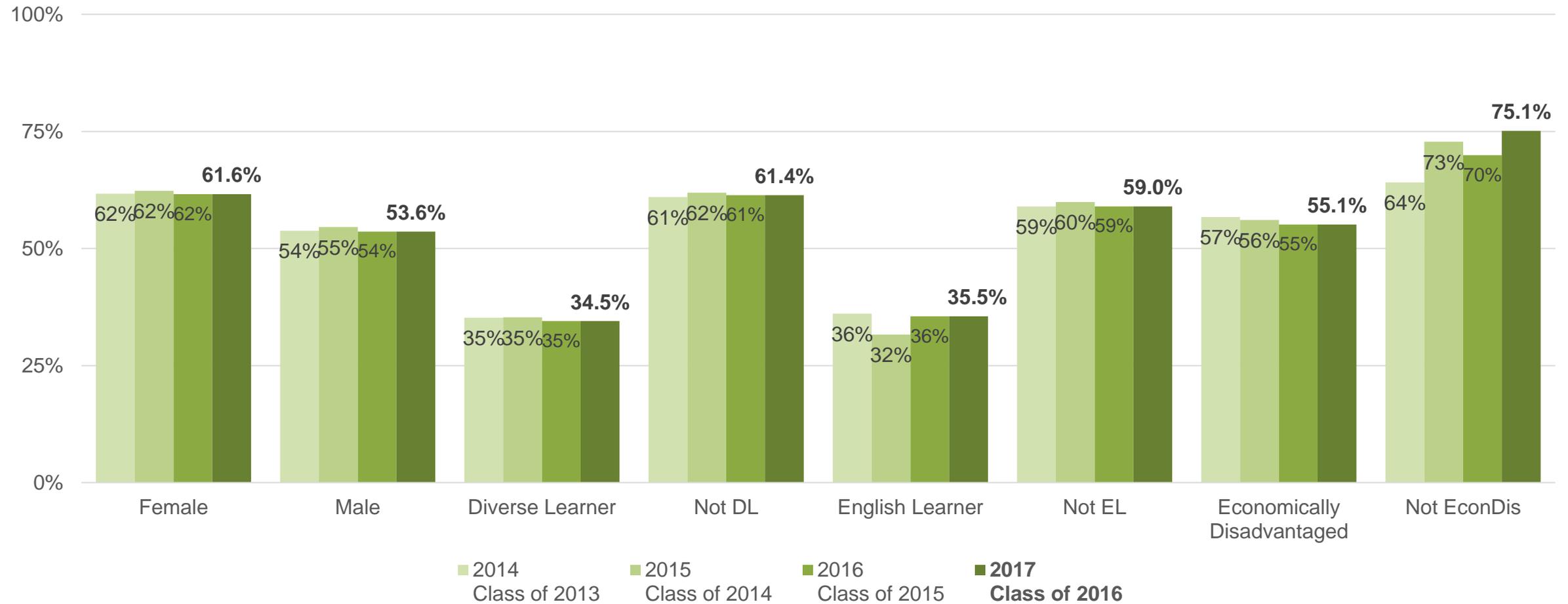


# Share of college enrollees in 2- vs 4-year colleges



69.9% of 2016 enrollees enrolled in a 4-year college

# Percent of HS Graduates Enrolling in College



# Next Steps – College Enrollment/Persistence

- Learn, Plan, Succeed implementation
- Naviance system for managing student information
- HS Institutes: B's or Better Focus
- HS Institutes: Focus on 9<sup>th</sup> grade GPA
- Expansion of Network College and Career Specialists

# Key Supports to Drive All Measures

- **Coordinated Professional Learning**
- **Academic Department Strategic Planning**
  - Lays out key work of academic departments ( ODLSS, OLCE, OECE, OCCS, T and L, Data, ONS)
  - Ties work to student outcomes
- **Network Strategic Plans**
  - Lays out key work of networks
  - Ties work to student outcomes
- **Performance Management Sessions**
  - Review of progress towards goals
  - Course correction in the work based on data

# Future Goals: Where are we going?

- a. **Early Childhood**
  - By 2019 50% Pre-K Classrooms will be free and full day.
  - By 2019 75% of students entering K will be ready (KIDS).\*
  - BY 2019 70% of 2<sup>nd</sup> graders will meet or exceed on NWEA
- b. **Elementary Education**
  - By 2019 70% of 3<sup>rd</sup> – 8<sup>th</sup> graders will meet or exceed on NWEA
  -
- c. **High School Education**
  - By 2019 50% 11th Grade Students will meet College Readiness SAT Benchmarks
  - BY 2020 50% of graduating seniors will have an early college credential
  - By 2020 we will raise the CPS Five-Year Graduation Rate to 85%
  -
- d. **College & Career Readiness:**
  - By 2019 Graduating Seniors 60% will be Enrolled in College
  - BY 2020 all CPS students will graduate with a concrete post-secondary plan\*